UCONN
NEAG SCHOOL OF EDUCATION

TEACHER CERTIFICATION PROGRAM FOR COLLEGE GRADUATES (TCPCG)
MATHEMATICS EDUCATION – STUDENT TEACHER FINAL EVALUATION RESULTS
FALL 2015

Context

The main purpose of this evaluation form, completed by the university supervisor, is to be used as a final evaluation of a student's performance in order to facilitate the student's professional growth as a teaching candidate in the first year of the clinical experience. This instrument may be used for formative purposes involving a regular observation/feedback cycle. This student teacher evaluation form is aligned with the Connecticut Common Core of Teaching (CCCT). This survey was administered to the cooperating teacher supervisors of the 9 student teaching candidates within the fall mathematics education cohort.

Methodology

The survey was administered using Qualtrics, an online survey tool. An email invitation was distributed to the placement supervisors of all of the students (N=9) participating in teaching placements.

✓ Student frequency of making "Outstanding Progress" ratings increased over all domains relative to the midterm evaluation.
✓ Domain areas with the highest "outstanding progress" rates (66.67% or greater) included:
  o Consistently demonstrates conceptual understanding and procedural fluency with core mathematical content, as well as proficiency with a variety of modes of reasoning including: proportional, algebraic, geometric, and deductive and inductive reasoning.
  o Plans and implements lessons that support students in seeing mathematics as a coherent discipline, where ideas build on one another, are connected, and make sense.
  o Consistently communicates mathematical ideas clearly using precise language, oral and written.
  o Consistently communicates their mathematical thinking coherently and clearly to peers, faculty, and others.
  o Develops assessments that align with learning objectives and provide opportunities for student thinking to be revealed. Assessments provide students opportunities to demonstrate the degree to which they understand something and not just mastery/not mastery.
  o Provides students with assessment criteria and individualized, descriptive (specific) feedback to help students improve their performance and assume responsibility for learning.
  o Consistently engages in professional and ethical practice: Conducts self as a professional in accordance with the Connecticut's Code of Professional Responsibility for Educators
  o Demonstrates a strong commitment to teach towards equity.
✓ In contrast to the midterm evaluation report, all student ratings fell within the making "Outstanding" to "Satisfactory" progress ranges, thus no students received ratings of "not making satisfactory progress" on the final report.

For more information, please contact Jamison Judd, Interim Director of Assessment (jamison.judd@uconn.edu). This report is available online - http://assessment.education.uconn.edu/

Please indicate the program component in which the student is enrolled:

Program Campus	Count
TCPCG Hartford	5 (55.55%)
TCPCG Avery Point	2 (22.22%)
TCPCG Waterbury	2 (22.22%)

Student's year of entrance into the Teacher/Education Program:

Year of Entrance	Count
2015-2016	9 (100.00%)

District of Student Teaching

District	Count
Wethersfield	1 (11.11%)
Vernon	1 (11.11%)
Storrs	1 (11.11%)
Bloomfield	1 (11.11%)
Hartford	1 (11.11%)
Norwich Free Academy	2 (22.22%)
Wallingford	1 (11.11%)
Northwestern Regional 7	1 (11.11%)

Grade Level Placement (Check all that apply)

Grade	Count
7	2 (5.71%)
8	2 (5.71%)
9	7 (20.00%)
10	8 (22.85%)
11	8 (22.85%)
12	8 (22.85%)

Performance Areas

For each of the students, the following scale will be used to evaluate the teaching candidate:

3: Student is making outstanding progress by effectively planning/implementing instruction to address this standard.
2: Student is making satisfactory progress by making deliberate attempts to address this standard.
1: Student is not making satisfactory progress and still remains weak in addressing this standard.

CT Common Core of Teaching II Teachers Apply This Knowledge by Planning, Instructing, Assessing, and Adjusting

Item	3	2	1
1. Creates a classroom environment that is responsive to, holds high standards for, and is respectful of students with a variety of learning needs including mathematical backgrounds, performance styles, interests, and linguistic proficiency. (CCT 2.1, 2.3)	4 (44.44%)	5 (55.56%)	0 (0.00%)
2. Maximizes the amount of time spent on learning by effectively managing routines and transitions as well as overall allocation and organization of time and resources. (CCT 2.5)	4 (44.44%)	5 (55.56%)	0 (0.00%)
3. Classroom environment supports and encourages mathematical reasoning, making conjectures, experimenting with alternative approaches, and constructing and responding to mathematical arguments, as well as student questioning and inquiry. (NCTM 8.8; CCT 2.3)	5 (55.56%)	4 (44.44%)	0 (0.00%)
4. Consistently demonstrates conceptual understanding and procedural fluency with core mathematical content, as well as proficiency with a variety of modes of reasoning including: proportional, algebraic, geometric, and deductive and inductive reasoning. (CCT 1.2)	6 (66.67%)	3 (33.33%)	0 (0.00%)

5. Plans lessons, units, and courses that address appropriate learning goals, including local, state, and national mathematics standards, as well as legislative mandates. (NCATE/NCTM 8.4)	4 (44.44%)	5 (55.56%)	0 (0.00%)
6. Determines students' prior knowledge and uses this to plan lessons that account for students' varied backgrounds. (NCATE/NCTM 7.1, 8.1)	4 (44.44%)	5 (55.56%)	0 (0.00%)
7. Sequences learning tasks into coherent units of instruction in order to effectively scaffold student learning.	5 (55.56%)	4 (44.44%)	0 (0.00%)
8. Selects and uses appropriate technological tools (e.g. spreadsheets, dynamic graphing tools, computer algebra systems, dynamic statistical packages, graphing calculators, data-collection devices, and presentation software) for building understanding of mathematical concepts and developing important mathematical ideas. (NCATE/NCTM 6.1, 8.9)	0 (0.00%)	0 (0.00%)	0 (0.00%)
9. Plans and implements lessons that make appropriate use of concrete manipulative and other technologies to support identified objectives and to encourage student engagement. (NCATE/NCTM 7.6, 8.2, 8.1)	4 (44.44%)	5 (55.56%)	0 (0.00%)
10. Plans and implements lessons that make use of stimulating curricula using a wide variety of materials and resources, including attention to real-world connections, modeling and applications [note: ideally #1 is a subset of this]. (NCATE/NCTM 7.2)	5 (55.56%)	4 (44.44%)	0 (0.00%)
11. Plans and implements lessons that account for students' varied backgrounds in terms of language proficiency (both native and non-native English speakers), providing access to the core content for all students. (NCATE/NCTM 7.1, 8.1, 8.6)	3 (33.33%)	6 (66.67%)	0 (0.00%)
12. Plans and implements lessons that promote students' procedural fluency for important mathematical ideas and algorithms, with attention to using reasoning and sense as a way to catch errors and check one's work. (NCTM/NCATE 7.4)	3 (33.33%)	6 (66.67%)	0 (0.00%)
13. Plans and implements lessons that target the development of students' conceptual understanding and/or problem-solving skills. (NCTM/NCATE 4.3, 7.4)	5 (55.56%)	4 (44.44%)	0 (0.00%)
14. Plans lessons that engage students in justification and sense-making, for the purposes of building new knowledge, promoting productive student dispositions, and supporting the development of students; analytic and communication skills. (NCATE/NCTM 7.4)	2 (22.22%)	7 (77.78%)	0 (0.00%)

15. Plans and implements lessons that account for students' ways of thinking, including common misconceptions or challenges students' face (e.g., making sense of algebraic notation). Lessons should be planned and implemented to address these misconceptions--allowing students to encounter and make sense of challenging ideas, as opposed to avoiding them. (NCATE/NCTM 7.4, 8.6, 8.7)	3 (33.33%)	6 (66.67%)	0 (0.00%)
16. Plans and implements lessons that support students in seeing mathematics as a coherent discipline, where ideas build on one another, are connected, and make sense. (This includes using and connecting across multiple representations.) (NCATE/NCTM 4.1)	6 (66.67%)	3 (33.33%)	0 (0.00%)
17. Plans and implements lessons that support students recognizing and applying mathematics in contacts outside of mathematics. (NCATE/NCTM 4.2)	3 (33.33%)	6 (66.67%)	0 (0.00%)
18. Demonstrates how mathematical ideas interconnect and build on one another to produce a coherent whole. (NCATE/NCTM 4.3)	5 (55.56%)	4 (44.44%)	0 (0.00%)
19. Consistently communicates mathematical ideas clearly using precise language, oral and written. (NCTM/NCATE 3.2)	6 (66.67%)	3 (33.33%)	0 (0.00%)
20. Consistently communicates their mathematical thinking coherently and clearly to peers, faculty, and others. (NCTM/NCATE 3.1)	6 (66.67%)	3 (33.33%)	0 (0.00%)
21. Consistently organizes mathematical thinking through communication. (NCTM/NCATE 3.3)	5 (55.56%)	4 (44.44%)	0 (0.00%)
22. Analyzes and evaluates the mathematical thinking and strategies of students. (NCTM/NCATE 3.4)	3 (33.33%)	6 (66.67%)	0 (0.00%)
23. Implementation of lessons includes student participation in classroom verbal discourse that fosters development of critical mathematical processes (e.g. problem solving, reasoning, communication, making mathematical connections) and varies in format (e.g. small group, whole class). (NCTM/NCATE 8.7)	5 (55.56%)	4 (44.44%)	0 (0.00%)
24. Uses the board (or other) writing space appropriately to support student learning, including making public records to allow the class to consider and further work in mathematics. (NCTM/NCATE 5.2)	5 (55.56%)	4 (44.44%)	0 (0.00%)

25. Uses strategic questioning that promotes conceptual understanding, productive student dispositions towards mathematics, and appropriately challenges students to explore the content. (CCT 3.8, 4.3)	2 (22.22%)	7 (77.78%)	0 (0.00%)
26. Incorporates strategies for teaching and supporting content area literacy skills and promotes the development of students' academic language (mathematics register). (NCTM/NCATE 7.3; CCT 3.9)	3 (33.33%)	6 (66.67%)	0 (0.00%)
27. Designs and/or selects academic and/or behavioral interventions through differentiated, supplemental, specialized instruction for students who do not respond to primary instruction alone. (NCTM/NCATE 7.3; CCT 3.7)	3 (33.33%)	6 (66.67%)	0 (0.00%)
28. Monitors students' learning and adjusts teaching during instruction in response to student performance and engagement in learning tasks. (NCTM/NCATE 7.3; CCT 4.6)	3 (33.33%)	6 (66.67%)	0 (0.00%)
29. Uses multiple strategies, including listening to and understanding the ways students think about mathematics, to asses students' mathematical knowledge. (NCTM/NCATE 8.3)	1 (11.11%)	8 (88.89%)	0 (0.00%)
30. Provides meaningful, appropriate, and specific feedback to students during instruction to improve their performance. (NCTM/NCATE 7.3; CCT 4.7)	3 (33.33%)	6 (66.67%)	0 (0.00%)
31. Develops assessments that align with learning objectives and provide opportunities for student thinking to be revealed. Assessments provide students opportunities to demonstrate the degree to which they understand something and not just mastery/not mastery. (NCATE/NCTM 8.3; CCT 5.1)	6 (66.67%)	3 (33.33%)	0 (0.00%)
32. Varies design/type of assessment to address the range of student performance styles and/or purposes of the assessment, including student self-assessment. (CCT 5.1, 5.3)	3 (33.33%)	6 (66.67%)	0 (0.00%)
33. Provides students with assessment criteria and individualized, descriptive (specific) feedback to help students improve their performance and assume responsibility for learning. (CCT 5.5)	6 (66.67%)	3 (33.33%)	0 (0.00%)
34. Effectively communicates academic and behavioral performance results with appropriate constituents in a timely manner, including students, parents, and other educators. (CCT 5.6)	5 (55.56%)	4 (44.44%)	0 (0.00%)

CT Common Core of Teaching II Teachers Demonstrate Professional Responsibility through Professional and Ethical Practice, Reflection, and Continuous Learning, Leadership, and Collaboration

Item	3	2	1
1. Consistently engages in professional and ethical practice: Conducts self as a professional in accordance with the Connecticut's Code of Professional Responsibility for Educators. (CCT 6.11)	7 (77.78%)	2 (22.22%)	0 (0.00%)
2. Continually engages in reflection, self-evaluation (informed by classroom artifacts) to enhance understanding of mathematics, student thinking, and pedagogical actions. (CCT 6.1)	4 (44.44%)	5 (55.56%)	0 (0.00%)
3. Collaborates with colleagues and administrators, as appropriate, to examine student learning data and develop student success plans for individual students as needed. (CCT 6.10)	5 (55.56%)	4 (44.44%)	0 (0.00%)
4. Actively seeks to augment pedagogical repertoire to support all students; learning, including being open and responsive to feedback from others. (NCATE/NCTM 7.1; CCT 6.2)	4 (44.44%)	5 (55.56%)	0 (0.00%)
5. Actively seeks to enhance cultural awareness of one's own culture and other cultures and reflect on the role of culture in teaching and learning interactions, as well as other communications required in a school setting. (NCATE/NCTM 7.1; CCT 6.8, 6.2)	1 (11.11%)	8 (88.89%)	0 (0.00%)
6. Demonstrates a strong commitment to teach towards equity. (NCATE/NCTM 7.1)	7 (77.78%)	2 (22.22%)	0 (0.00%)

Final Comments

Cooperating teacher writes a summary comment about student teacher's progress toward each standard in preparation for final 3-way meeting. University supervisor inserts holistic score and summary comment for each standard:

I. *Teacher candidate has knowledge of student's content and pedagogy regarding the planning, instructing, assessing and adjusting.*

What 2-4 strengths did the student teacher candidate possess?

Answer
Statements contained personal information and were redacted

What are 2-4 areas of improvement for the student teacher candidate?

Answer
Statements contained personal information and were redacted

II. *Teachers have knowledge of students, content, and pedagogy regarding the professional and ethical practice, reflection and continuous learning, leadership, and collaboration.*

What 2-4 strengths did the student teacher candidate possess?

Answer
Statements contained personal information and were redacted

What are 2-4 areas of improvement for the student teacher candidate?

Answer
Statements contained personal information and were redacted

Additional Comments:

Answer
Statements contained personal information and were redacted

Additional Comments:

Answer
Statements contained personal information and were redacted